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ABSTRACT

A small-group teaching method for physical education which uses grids comprising 10-yard squares is outlined. It is stated that grids can be used for both indoor and outdoor activities. The advantages of using grids and specific physical objectives which can be met are listed. A detailed example of an activity in which students use a variety of techniques to move a ball through the grid is offered. (DC)

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Finding the Time to Teach: Small Group Grids

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The Grid System for Skillful, Fit, Joyful Movers!

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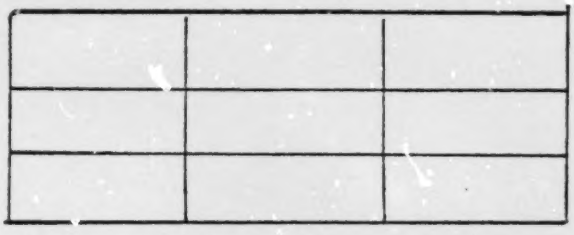
What is a Grid?

A grid is any area of adjacent squares, either indoor or outdoor, approximately 10 yards by 10 yards. Existing lines on floors or blacktop markings, tennis, volleyball, or basketball courts can be subdivided with chalk or cones. The limed, mowed or painted field boundaries for soccer, hockey, or football can be subdivided into grids as well.

SOCCER FIELD



What are the Advantages of Using Grids?

Grids are an effective way of maximizing time on task whether your objective is fitness development, skill acquisition or skill application. Grids permit the use of variety of teaching styles and strategies. They can be used for part or all of the lesson to accomplish a variety of tasks.

What specific Physical Objectives can be met using the Grids?

Grids can provide an excellent class organizational strategy to:

- individualize instruction
- teach a new skill through the continuum of experimentation, refinement, repetition, further refinement, mastery and application
- practice skills in game-like situations
- informally assess skill acquisition
- regroup quickly by task or ability
- move quickly from skills instruction to small group game application of the skills
- increase aerobic fitness and endurance by allowing all students to be active all of the time
- increase accuracy, agility, speed, eye-hand, eye-foot coordination and reaction time by varying the size of the grid in which the skill must be performed.

What are some Specific Examples of Grid Experiences?

The possibilities are unlimited for using this strategy as tasks are spontaneously altered or refined in response to skill acquisition and assessment through observation by the teacher. Here is an example.

Teaching Objective: To allow students to explore freely different methods of moving objects successfully.

Carrying, Propelling, Throwing, Catching and Collecting A Ball

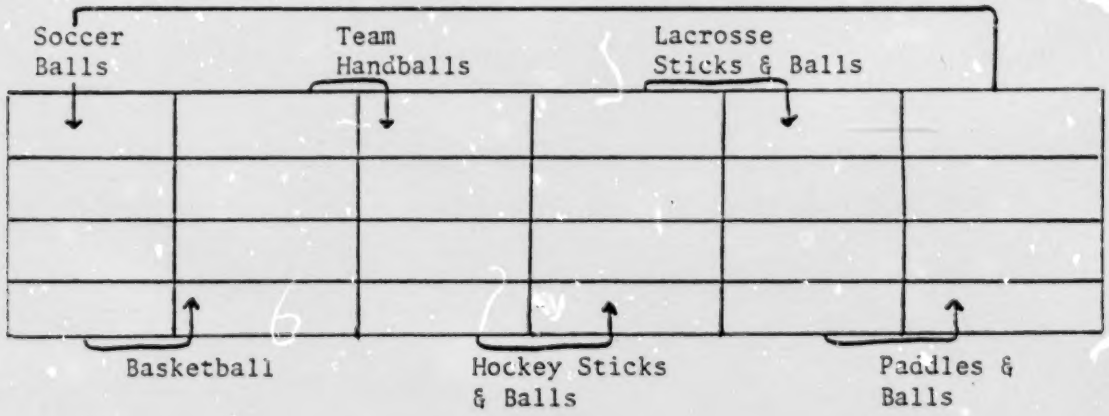
1. Travel all through your grid carrying the ball.

   a. Now practice changing your speed as you approach the sideline or change levels or change directions or patterns of movement (gallop, skip, slide).

   b. Now try moving through the spaces while you throw and catch your ball, while you dribble your ball (basketball style and then soccer style with feet).

   c. Now move your ball through the empty spaces with a hockey stick, lacrosse stick, or paddle. Now try it changing tempos, then directions, then levels, etc.

2. Try the above tasks traveling up and down the grids as the diagram shows.



3. Go back and do tasks one and two, but this time work with a partner and practice passing and moving all the time under the specific conditions of tasks one and two.

4. Repeat tasks one and two, but now with three people in a square practicing passing and moving continuously. Some possible phrases to use as teaching points are:

   - Move with the ball quickly, now slowly, now combine
   - Keep it close to your feet
   - Throw the ball into the air and try to catch it close to a boundary line

- As soon as you pass the ball, move and try to use the whole square
- You cannot now pass to the person who just passed it to you
- Throw to an empty corner while another person runs to meet the ball
- Run and see how close to the line you can be when making your catch
- See how quickly you can keep your passes going
- Different kind of pass each time

Once skills are mastered, grids can be used for any number of small group games in which newly acquired skills can be applied.